

Early Literacy

- **Promote informational reading and writing skills in content area instruction.**

Duke, N., & Bennett-Armistead, V. S. (2003). Reading and writing informational text in the primary grades. New York: Scholastic.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulty in young children. Washington, D.C: National research Council.

- **Address foundational skills (phonological awareness, phonics & word recognition, fluency, and print concepts).**

Brotherton, S. & Williams, C. (2002). Interactive writing in a Title I literacy program. *Journal of Reading Education*, 27(3), 8-19

Button, K., Johnson, M.J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

- **Expand content knowledge and vocabulary acquisition.**

Beck, I. & McKeown, M. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *Elementary School Journal*, 107(3), 251-271. Doi: 10.1053.511706

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98(1), 44-62. doi:10.1037/0022-0663.98.1.44

Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanations of target words. *The Elementary School Journal*, 96(4), 415-422. doi:10.1086/461836

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Early Mathematics

- **Ensure developmentally appropriate learning progressions are taught for number and operations, geometry, patterns, and data analysis.**

Frye, D., Baroody, A., Burchinal, M., Carver, S., Jordan, N., & McDowell, J. *Teaching Math to Young Children*. (2013) **U.S. Department of Education**, Institute of Education Sciences, **National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse**.

Clements, D. H. & Sarama, J. (2009). Learning and teaching early math: The learning trajectories approach. New York, NY: Routledge.

Clements, D., Baroody, A., & Sarama, J. (2014). Background Research for the National Governor's Association (NGA) Project on Early Mathematics. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1311SEME-Background.pdf>

- **Promote language rich classrooms that incorporate learning through play and gaming as well as the inclusion of methods to represent multiple ideas, processes, and solutions.**

National Association for the Education of Young Children. (2002). *Early Childhood Mathematics: Promoting Good Beginnings*. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

Notari-Syverson, A. & Sadler, F. (2009). Math is for everyone: Strategies for supporting early mathematical competencies in young children. *Young Exceptional Children*, 11(3), 2 – 16. doi:10.1177/1096250608314589

- **Intentionally integrate mathematics instruction that builds on a child's existing knowledge, is applicable to their daily lives, and that can be connected across different content areas.**

Frye, D., Baroody, A., Burchinal, M., Carver, S., Jordan, N., & McDowell, J. *Teaching Math to Young Children*. (2013) **U.S. Department of Education**, Institute of Education Sciences, **National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse**.

National Association for the Education of Young Children. (2002). *Early Childhood Mathematics: Promoting Good Beginnings*. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

Clements, D., Baroody, A., & Sarama, J. (2014). Background Research for the National Governor's Association (NGA) Project on Early Mathematics. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1311SEME-Background.pdf>